

The Monster in the Bubble (Squeek)

Learning Objectives

1. Students will be able to demonstrate an understanding of self-expression to support social-emotional development.
2. Students will be able to identify and analyze situations that may require a courageous decision, in written form as well as orally on a 1-5 scale, with 80% accuracy.

CCCS

ASCA

Materials Needed

1. *The Monster in the Bubble* by Andi Green
2. WorryWoo Monster poster
3. Squeek, The Monster of Innocence
4. Markers (Sharpies recommended)
5. Balloons
6. Scissors
7. Exit Slip
8. Letter Worksheet
9. Story Web Worksheet (supplemental assignment)

PROCEDURE

Anticipatory set (5 minutes)

Place monster poster in front of classroom.

“Hi class! So last week we talked about Rue’s insecurities, remember? Who can show us which monster thought his nose was too big?”

Have one student who raised his/her hand come to the front of the room and point out Rue in the WorryWoo Monster poster.

“Very good! Now just as a reminder, Rue thought his nose was too big and wished he looked differently. He did everything he could to change the way he looked. Then, an unexpected character appeared that helped Rue realize that beauty is in the eye of the beholder. Today, we are going to meet Squeek, who has a very different problem. He is the Monster of Innocence who lives in a bubble and is afraid to do anything new. (Point to Squeek in the poster). We are going to learn some ideas which can help us venture outside of our bubbles through reading the book, *The Monster in the Bubble*.”

“Write down 3 things you wish you could do but are afraid to do?” Sample responses: try t a new sport, a new food, join a club etc.

1. “Does anybody want to share one of their fears?” If no student participates, facilitator should be prepared to give example or share a fear. Student participation is not needed to complete lesson.
2. Invite students to a reading area so everyone can be seated closely together to listen to the story.

Read Story (15 minutes)

Facilitator Disclaimer:

1. Keep in mind that the ‘expected answers’ may vary; however, ensure that students’ responses are relevant and on task.
2. Accommodate/assimilate questions based on students’ responses.

1. Question 1:

When you get to the page that states, “...*Some day I’ll go someday I’ll try,*” ask students, “Why doesn’t Squeek want to go on these adventures today?”

Expected response:

He (Squeek) didn’t want to leave his bubble. He was afraid.

Second question: backup in case first question is not being answered

“When Squeek sighs (Define word.)after talking about the adventures he wants to have, how do you think he is feeling? What does the sigh mean?”

Facilitator Disclaimer:

1. This is a good time to check in with students to make sure they are following the story and understanding Squeek’s fear/s. He imagines all the things he could do if he could just take that first step.
2. Accommodate/assimilate questions based on students’ responses.

Conclude story and have students go back to seats.

Assessment Part 1 (measuring learning objectives #1 and #2)

1. Ask students to return back to their seats and take out a pencil. Hand out Letter Worksheet.
2. “Squeek is afraid to venture outside of his bubble. He imagines all the things he could do if he could just take that first step. As you saw in the story, Squeek’s bubble wrote him a letter telling him to face his fears. Now it’s your turn to look at the fears you wrote down in the beginning of class, and write what your bubble would say to you so that you can face your own fears.”
3. Walk around and assist students who need your assistance. Have students keep their personal letters in their desk.



4. While students are finishing activity one, facilitator should be preparing materials for next activity that follows.
5. “Boys and girls, these letters are for you to use as an encouraging reminder of how you can step out of your bubble ”

Activity 2 (5 minutes)

1. Pass out materials for activity two: balloons and markers.
2. Have students write on their balloon **one fear** that they want to overcome; e.g. join soccer, make new friends.
3. “Class, over the past few weeks we have talked about many different types of “monsters” that can interfere with our lives. They’ve included worry, loneliness and insecurity. All of these friendly monsters had to ‘step outside of their bubble’ in order to learn how to cope with their problem. Now you all will get the chance to take that first step of letting go of your bubble...and a fear.
4. Have students blow up balloons to the best of their ability and **hold** the air in the balloon.
5. Once everyone’s balloon is filled with air, the facilitator will say, “Now it is time to let go of our fears. On the count of 3, we are all going to let go of our balloons. Ready? 1-2-3!”

Closing (5 minutes)

Hand out Exit Slip to students

1. Ask students, “On a scale of 1-5, 1 being not likely and 5 being very likely, will you try to step out of your bubble and face one of your fears? Why or Why not?”
2. Have students hand Exit Slip to facilitator.

Ticket out of the Door	
In at least 15 words describe the most important thing you learned today	
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<hr/>	
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<hr/>	
<hr/>	
Name: _____	H.R.: _____

Incorporating Technology

1. Type letter on computer, insert clipart, and print.
2. Read about Squeek and view his movie trailer on WorryWoos.com/Squeek.html
3. Play music from *Woosical* for students to listen to as they are doing the activity to remind them of the concept they are working on.

Modifications

1. Assign a peer buddy
2. Have students work one on one.
3. Use a bilingual dictionary or electronic translator

Supplemental Activities

Materials for Supplemental Activity

1. Pencils
2. Worksheet

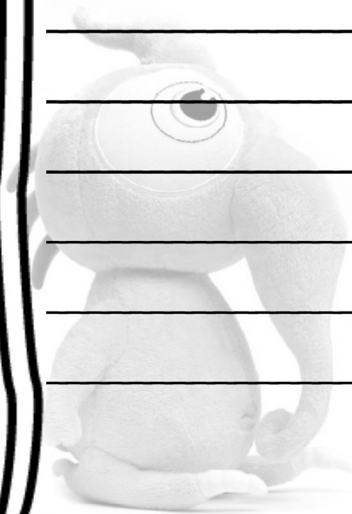


Supplemental Activity *(15 minutes)*

1. After story is read, hand out “Story Web” to students and have them work in pairs.
2. Students work on Story Web so they can better organize important elements in the story.
Questions to help students, if needed:
 - a. What did Squeek finally do when he got the courage to try new things?
 - b. How do you know that Squeek felt better after he wasn’t relying on his bubble anymore?
3. Have students volunteer to share their Story Web.
4. Hang up their Story Webs in an area of the classroom so students can see each other’s work.



Dear _____,




Dear _____,



Exit Slip


In at least 20 words describe the most important thing you learned today



Name: _____ H.R.: _____

Exit Slip

In at least 20 words describe the most important thing you learned today



Name: _____ H.R.: _____

Story Web

Student Name _____

